Educator Evaluation and Support System

Using Student Learning Objectives To Enhance Student and Teacher Performance

The classroom is far different today than it was ten years ago. Unlike past generations, teachers today must prepare students for a world of possibilities that may not currently exist. To prepare our students for a global market, instruction is constantly evolving. By LEAs setting high expectations with a commitment to succeed for all students, the teacher evaluation process becomes even more important as one component of a continuous improvement cycle. Using Student Learning Objectives for all teachers is one way to measure the impact of a teacher's effectiveness on student achievement and growth within a continuous improvement cycle.

ADE Teacher Evaluation Model

Student Academic Progress
- Achievement
- Growth
- College and Career Ready

33%

Teaching Performance:
- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

Surveys
- Student Survey
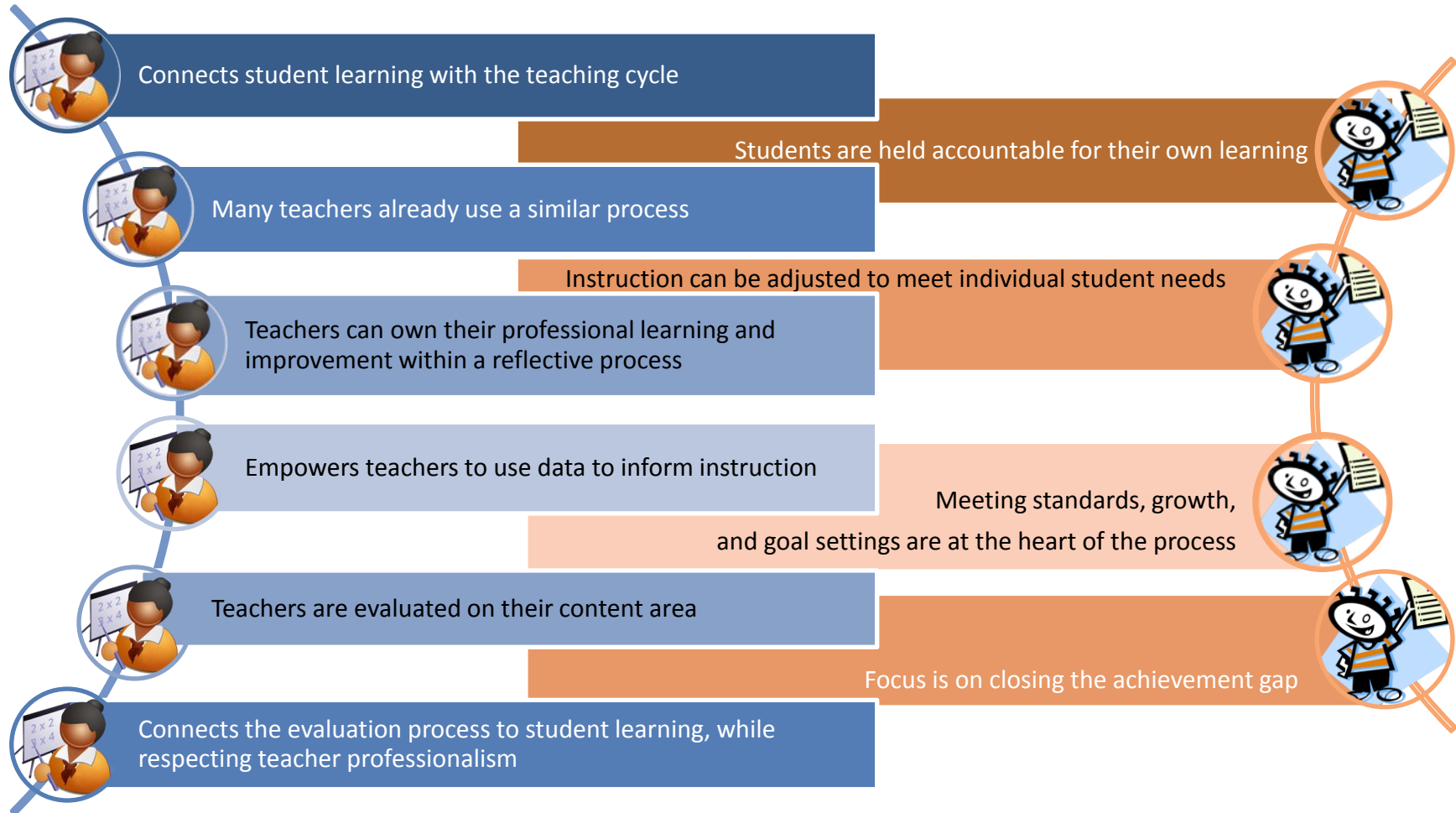- Parent Survey
- Peer Review
- Self-Reflection

17%

50%

ADE's Educator Evaluation Model is comprised of three components: Teaching Performance, Student Academic Progress, and Survey Data. Using Student Learning Objectives to measure growth can be one part of the overall Student Academic Progress Data required by both the state and federal governments. *The Arizona Framework for Measuring Educator Effectiveness* allots for at least 33% of a teacher's evaluation to be based on Student Academic Progress Data. In conjunction with the 33%, at least 20% of a teacher's overall total evaluation must now be centered on student growth scores.

WHY USE SLOs?

Teacher Impact

Student Impact

Connects student learning with the teaching cycle

Students are held accountable for their own learning

Many teachers already use a similar process

Instruction can be adjusted to meet individual student needs

Teachers can own their professional learning and improvement within a reflective process

Empowers teachers to use data to inform instruction

Meeting standards, growth, and goal settings are at the heart of the process

Teachers are evaluated on their content area

Focus is on closing the achievement gap

Connects the evaluation process to student learning, while respecting teacher professionalism

SLO BASICS

The Student Learning Objective Process is a way for all teachers to measure student growth and achievement through the use of classroom data. Designed especially for Group B teachers (teachers in non-tested grades and subject areas), but can be used for all teachers, SLOs can quantify the extent of the standards mastered, as well as the amount of growth students gained throughout the course.

A Student Learning Objective is a classroom level standards-based measure relevant to the content area taught during the current school year that is:

- Specific and measurable
- Written to measure academic growth and achievement
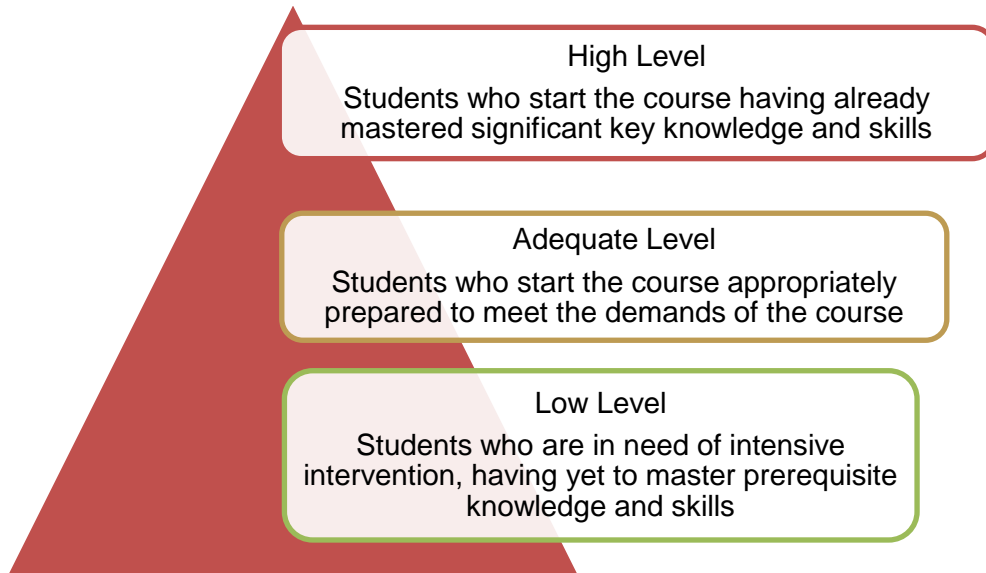- Assessing all or the most important standards within the course

SLO PROCESS

| 1. Determine Level of Preparedness | 2. Choose Quality Assessments | 3. Set Meaningful SLOs | 4. Monitor Progress & Refine Instruction | 5. Determine Summative Score |

Student Academic Progress is to account for at least 33% of a teacher's summative evaluation score with at least 20% of the overall score attributed to growth. Setting SLOs is a specific, rigorous, long-term goal setting process. SLOs are an integral part of a comprehensive educator effectiveness system because they focus on student learning, promote critical conversations about instruction and assessment, and use evidence of student growth to guide professional development that targets instructional improvement.

THE STUDENT LEARNING OBJECTIVE (SLO) PROCESS

LEVELS OF PREPAREDNESS

High Level
Students who start the course having already mastered significant key knowledge and skills

Adequate Level
Students who start the course appropriately prepared to meet the demands of the course

Low Level
Students who are in need of intensive intervention, having yet to master prerequisite knowledge and skills

Using multiple data points, teachers group students at the beginning of the course into three categories: those highly prepared to be successful in their course, those adequately prepared to be successful, and those least prepared to be successful in their course.

ACHIEVEMENT STATEMENT

There are two SLO statements required as part of the overall SLO process. Teachers create at least one achievement statement focused on the achievement of the grade/course standards for all students. Grade levels or content departments determine the priority standards to be mastered* for a course. A baseline assessment and an end-of-course assessment is administered. The summative score is based on a percentage of the students who meet the achievement cut score.

The achievment statement is written as a summative score for the whole class. For example: 80-89% of students are to master at least 75% of the standards. The summative score is calculated using the percentage of students who met the threshold compared to the total number of students in the class. For example, 20 out of 30 students met the achievement statement by mastering 75% of the standards.
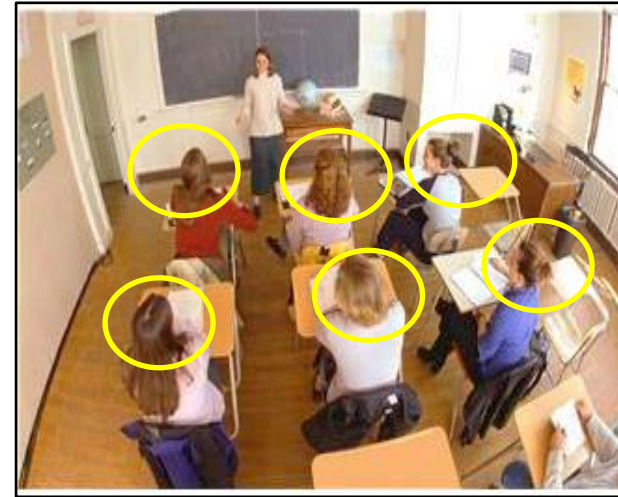
Mastery of a content is when the student has exhibited proficiency by demonstrating both knowledge of the content and a practical application of the content skills.

SLO GROWTH OPTIONS
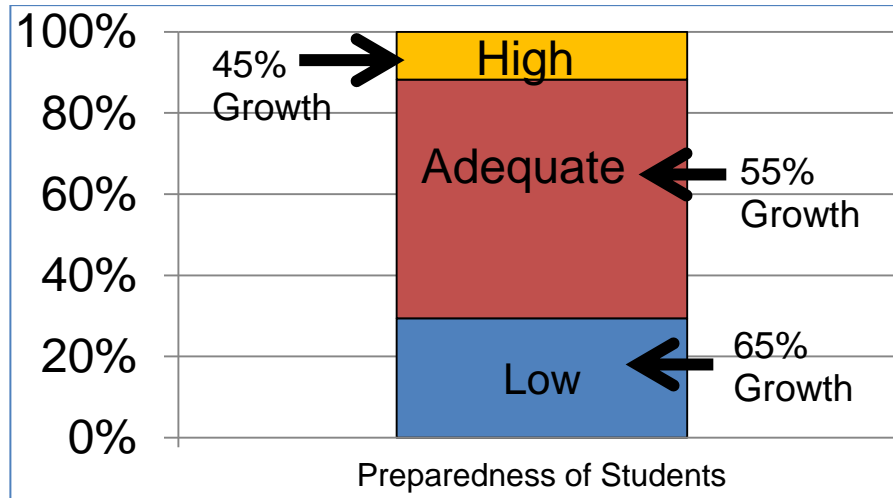
Option #1: Levels of Growth Approach
All students within a Level of Preparedness are given a predetermined, averaged growth cut score.

Option #2: Individual Growth Cut Scores
Each student is given an individualized growth cut score.

In addition to the achievement statement, all teachers write a growth statement choosing from Option 1, Option 2, or a combination of both options. Option 1 is where each group of students (i.e. *high level of preparedness, adequate level of preparedness,* and *low level of preparedness*) are given an average cut score for their whole group. Option 2 is where each student in the class is given an individualized growth cut score. Levels in the growth statement are calculated using a prescribed formula or rubric.

Students in the *low level of preparedness* need to make accelerated growth of more than one year (at minimum) to catch up to grade/course level standards. The *low level of preparedness* students are the Tier II or Tier III students in a Response to Intervention (RtI) model. These students receive differentiated instruction to target deficiencies in skills and knowledge in order to accelerate the learning process.

The focus for students in the *adequate level of preparedness* group is to ensure they make, and maintain, at least one year's growth. The students in the *high level of preparedness* group started the course already above proficiency in prerequisite knowledge and skills. These students are to be pushed beyond proficiency of grade/course level standards and are encouraged to continue to maintain their growth rate.

Option #1 for the Levels of Preparedness is a good option to use when the students demonstrate a wider range of abilities and/or there are a greater number of students where it is easier to distinguish performance groupings. **Option #2,** for individualized growth, would work well for smaller class sizes, possibly in reading and mathematics intervention classes, or special education classes.

SUMMATIVE SCORES

At the end of the year or course, the percentage of students who meet their cut scores for the SLO statements are calculated using the rubric below. Final student assessment scores are averaged together and compared to the designated appropriate cut scores for both the achievement and growth statements to determine the summative scores.

SLO Summative Rubric Achievement and Growth Score			
4	3	2	1
90% - 100% of the students met the SLO	80% - 89% of the students met the SLO	60% - 79% of the students met the SLO	Less than 60% of students met the SLO
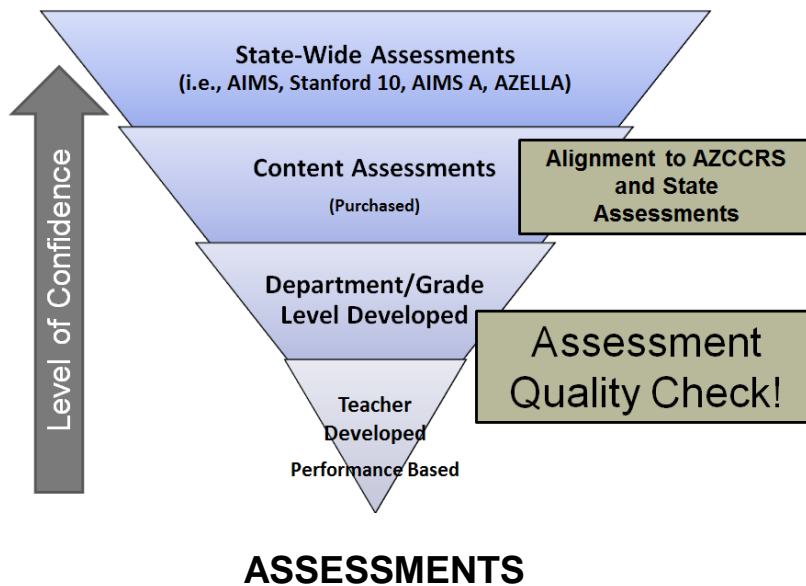
Choosing or creating an assessment is an integral part of the SLO process.
Two important components to determine are **validity** and **reliabilit**y.

An assessment is **valid** if the test measures what is actually taught during the course. **Reliability** refers to whether the test questions are answered in the same way during several administrations.

Assessments are to be as valid and reliable as possible given that this is a new process. Group B teachers are encouraged to choose or develop assessments that truly reflect the rigorous standards of the course (i.e. projects, performances, portolios, and/or products).

Having a strong rubric and well-developed administrative procedures will help to ensure inter-rater reliability within the SLO process. Assessments that are not pre-approved (see diagram) will need to be approved by the evaluator prior to administration.

CONTINUOUS IMPROVEMENT

In a continuous improvement cycle focused on improving teacher practice and student achievement, every step is crucial to make this process successful. The conversations between teacher and evaluator during the conference cycle, denoted below in the flow chart, are critical. These conversations, using data as evidence, need to be collaborative in nature to help guide further professional learning opportunities.
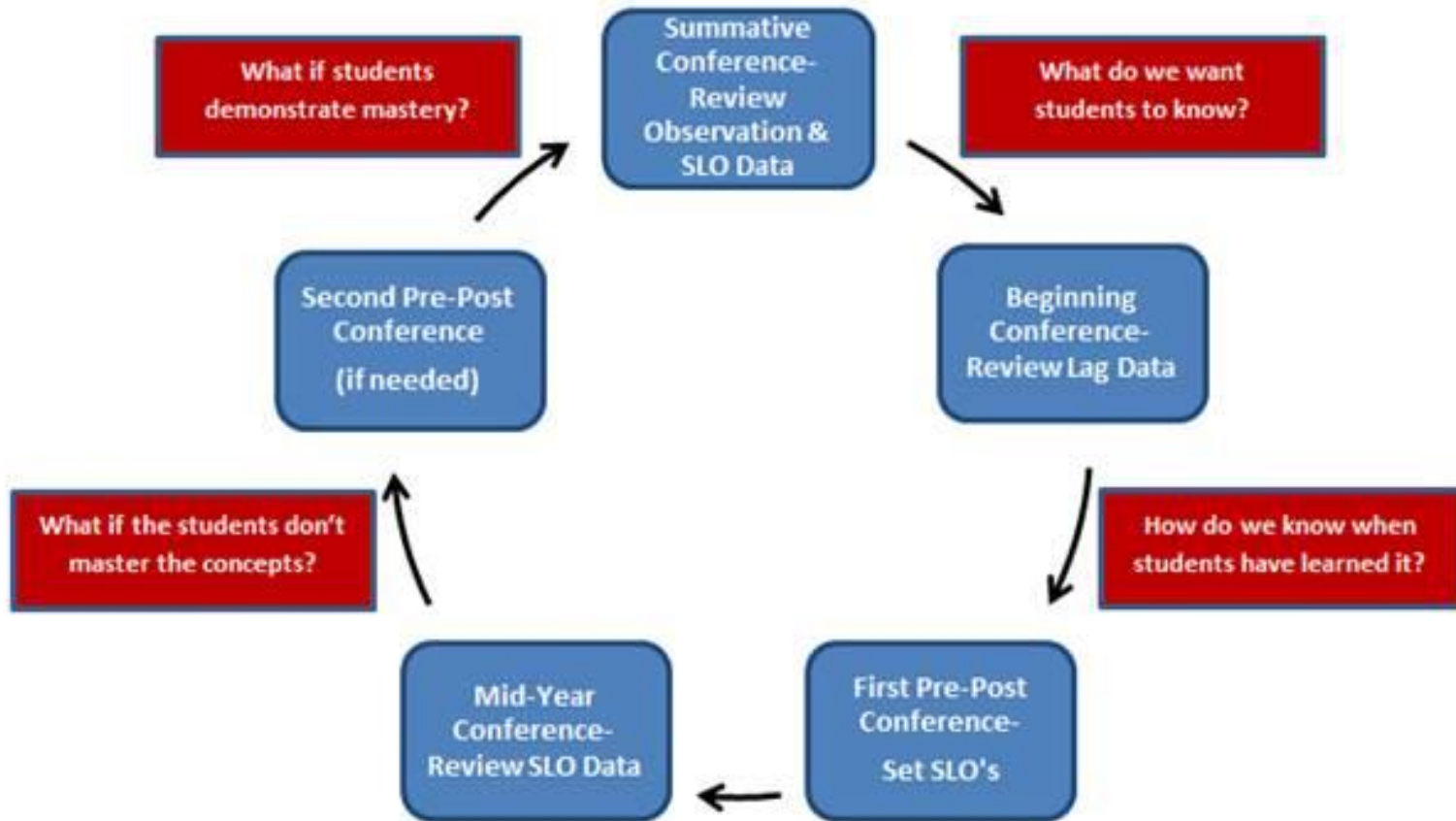
Additional Resources and Technical Support may be found at:

http://www.azed.gov/teacherprincipal-evaluation/student-learning-objectives/
Virginia Stodola, Effective Teachers and Leaders Unit
Arizona Department of Education
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